**K-5 ELA Lesson Plan**

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| **Teacher:Craddock, Denney & Plaut** | | **Grade:3** | | | | **Date(s)**: 3 Days  9/20/12 – 9/24/12 | |
| **Unit Title: Prove It!** | | | **Corresponding Unit Task: Task 4**  **State Your Case** | | | | |
| **Essential Question(s): How can I effectively use evidence to prove my point?** | | | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | | | |
| **Teacher/Student:**  **Mock courtroom props**  **Costumes optional**  **Characters: Judge, Lawyers, Jury** | | | | **audience –** a group of listeners or spectators  **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **collaborative discussions -** a group of individuals who work/discuss together using creative problem solving strategies that result in shared decision making  **task –** culminating project with scoring guides that provide evidence that the standards have been met  **text (textual) evidence** - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science  **text features –** How expository text physically looks on the page  **\*Roles in the Courtroom :**  **Lawyer-** To defend a case; to settle a conflict  Role of the lawyer  **Judge-** Ensures that court rules are followed by both sides **(**like a referee in a sporting event); makes the final ruling  [Role of the judge](http://www.americanbar.org/groups/public_education/resources/law_related_education_network/how_courts_work/judge_role.html)  **Jury-** To make the decision regarding the outcome of the case  Role of the jury :  http://www.americanbar.org/groups/public\_education/resources/law\_related\_education\_network/how\_courts\_work/jury\_role.html | | | |
| **Learning Experience(s)** | | | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice   * Independent | **Reading**  **Standards: RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.2**. - Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **RI.3.10**. - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently.  **I Can Statement(s):I can** Use information gained from the words in a text to demonstrate understanding of the text in order to present my ideas to others.  **Instructional Plan:** In this task students will convince a classroom jury that their topic of research should be the focus of the school service learning project for the year.  The teacher will need to provide some background about courtroom proceedings for the students as well as the role of the lawyers, judge, and jury.  **Roles in the Courtroom :**  **Lawyer-** To defend a case; to settle a conflict  [Role of the lawyer](http://www.nhbar.org/pdfs/rolelawyer.pdf)  **Judge-** Ensures that court rules are followed by both sides **(**like a  referee in a sporting event); makes the final ruling  [Role of the judge](http://www.americanbar.org/groups/public_education/resources/law_related_education_network/how_courts_work/judge_role.html)  **Jury-** To make the decision regarding the outcome of the case  Role of the jury :  http://www.americanbar.org/groups/public\_education/resources/law\_related\_education\_network/how\_courts\_work/jury\_role.html  \*\*Teachers will need to explain that some of the original courtroom roles (*listed above*) have been modified slightly for the classroom setting and this task. For example, generally jury decisions must be unanimous, but in the classroom setting this has been modified. The size of the jury can be modified from 12 people to 8-10 people, depending on how teacher would like to divide the roles within own classroom. Generally one of the jury members reads the results of the deliberations to the judge, however in the classroom setting; the judge will count the votes and reveal the results of the deliberations. Also, lawyers argue cases that focus on defending the law and not just their position on an important topic. These are some examples of adjustments that have been made that should be discussed with students.\*\*  \*\*Prior to the first case, the teacher should model and discuss the expectations for each role.  \*\*The teacher will have a protocol in place to ensure that each student has an opportunity to participate in a variety of roles over the course of three days.  **Supporting the Lawyers**  **Case File:** Students should create a case file that includes all of the materials from Task 1-2 involving the collecting of textual evidence as well as the informational writing sample from Task 3. Additionally, the student may add any organizers, text annotations, or other evidence of research that were used throughout Tasks 2 and 3.  **Preparing for the Jury**: Students will need support in preparing their cases for presentation to the jury. The teacher will explicitly model the strategies that good speakers use when making a presentation.(*e.g. making eye contact, speaking clearly and coherently, speaking with appropriate volume, speaking with appropriate vocabulary for the given purpose, speaking in complete sentences, etc.)* Additionally, students will need support in planning their speeches using items from their case files. It would be logical for their arguments to follow the same order as their writing samples.  Students may choose to use note cards for support, or they may choose to use another item from their case file.  **Supporting Jury Deliberations**  Once the jury has heard both arguments, the jury will be asked to discuss which topic they believe should be the focus of the school service learning project. Students must support their opinions with reasons. After a brief discussion, students will submit a vote on an index card. The judge will count the votes and announce the decision after the deliberation.  \*\*The teacher will then appoint a new jury to hear the next round of arguments from different classroom lawyers.  \*\*If there are an unequal number of students presenting both arguments, teachers may have more than one lawyer present his/her case on the same topic before a given jury.  **For example:** Student Law Firm # 1 Presents Energy Conservation **Vs.**  Student Law Firm # 2 Presents Water Conservation  \*We plan for students to serve in a team or group of lawyers, for example groups will be in “law firms” in order to have more students able to each take a turn to present their points or arguments for their side of the case(s).  **Learning Stations:** Additional ReadingWord Study and Speaking and ListeningStandards will continue to be visited within activities in literacy station work each day.  Example: **Retelling Center Game** practice summary skills for oral presentation of evidence during trial  Literacy Stations link here:  <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/literacy_centers%20final.htm> | | | | | | |
|  | **Instructional Resources** | | | | | | |
|  | **Rubric**- It is important that teachers share the rubric with students so that they know what is expected as they present their case to the classroom jury. Students should be given the opportunity to practice stating their case to a peer and using the rubric to determine if he/she has met all of the criteria. | | | | | | |
|  | **Instructional Strategies** | | | | | | |
|  | **Courtroom & Lawyer Simulation**  In this task, students are asked to perform a simulation. Teachers must set up the simulations by explaining the parameters to the students. For more information about using simulations in the classroom to enhance learning visit <http://olc.spsd.sk.ca/de/pd/instr/strats/simul/index.html>.  Steps for setting up a mock trial include:  1. Setting the scene  2. Preparing for the trial  3. Getting the facts  4. Staging the trial  See example:  [humpty-mocktrial.pdf](file:///C:\Documents%20and%20Settings\580-student\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\LT7GJAZS\humpty-mocktrial.pdf)  **Humpty Dumpty: Was It Really An Accident ?**  By: Robin E. May Dorey  Sherwood Elementary, Sherwood, Arkansas | | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice   * Independent | **Writing**  **Standards:**  **W.3.2**. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.  **c.** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.  **d.** Provide a concluding statement or section.  **W.3.5**. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W.3.10**. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, and purposes. | | | | | | |
|  | **Instructional Plan** | | | | | | |
|  | **I Can Statement(s):** I can write an informative and persuasive text to convey ideas and information clearly using evidence to support my claims.  Class will make an anchor chart displaying the roles of the lawyer, judge and jury.  Each student will write their claim being used for the trial with supporting evidence. They will use this to prove their point during the trial.  **Learning Stations:** Additional Writing Word Study and Speaking and ListeningStandards will continue to be visited within activities in literacy station work each day. | | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice  ×Independent | **Word Study**  **Standards: L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1a** - **Explain the function of nouns, pronouns, verbs,** adjectives, and adverbs **in general and their functions in particular sentences**  **L.3.1i** - **Produce simple,** compound, and complex **sentences**.  **L.3.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.3.3**. - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **I Can Statement(s):**  **I can - use my knowledge of language when speaking.**  **I can- explain the function of nouns, pronouns, verbs,** **adjectives, and adverbs in general and their functions in particular sentences.**  **Instructional Plan:** Peer Editing  As students prepare their note cards for trial they will practice their “part” with a partner. They will highlight and note any needs for editing in sentence structure, spelling, mechanics, and content. Teacher makes note of students needing word study practice in these areas. Activities such as word sorts, punctuation games, and daily oral language pages will be placed in a word study station.  Word Study of nouns, pronouns, verbs, adjectives, adverbs will be implemented through having students go back through their trial note cards in order to annotate the text, both their own cards as well as their “law firm” partners and/or designated group member. Students can annotate the text in the trial note cards by: putting clouds around a noun, circling a verb they know , highlighting a pronoun, underlining an adjective, and drawing a rectangle around an adverb.  **Learning Stations:** Additional Word Study and Speaking and ListeningStandards will continue to be visited within activities in literacy station work each day.  **Example**: **Grammar Gorilla Game** provides practice with grammar and punctuation skills needed for Prove It paper  at funbrain website:  [http://www.funbrain.com/grammar/index.html](https://webmail.gcsnc.com/owa/redir.aspx?C=cb350616ea1d49e0ba1d589fc73079f4&URL=http%3a%2f%2fwww.funbrain.com%2fgrammar%2findex.html) | | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or   studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   EQ:   * How can a good speaker effectively engage in a conversation with an/audience and appropriately convey their message?   **I Can Statement(s): *I Can*** *-come to a class discussion prepared to discuss my topic.*  *I can prepare for and participate in a class discussion on a topic I have researched.*  *I can discuss topics in a respectful way while listening to other points view.*  *I can clearly present information orally while standing in front of class or within a small group.*  *I can demonstrate command of the conventions of grammar and usage when writing or speaking.* | | | | | | |
|  | **Instructional Plan:** | | | | | | |
|  | *Engaging Scenario:*  *State Your Case!*  *The students at your school are having a problem determining the focus for the school’s service learning project this year, and they need the help of a well*-researched and informed expert to help them make the decision!  <http://silenced.co/wp-content/uploads/2011/04/gavel3.gif>  After researching one of two topics, energy conservation or water conservation, you will take on the role of a lawyer and create a case to convince a classroom jury that your topic should be the focus of concentration for the school service-learning project this year. Your case will include information that informs the jury of the problems caused by your topic as well as some practical ways of conserving this resource in order to make a positive change. As a lawyer, you must use textual evidence to complete a case file which includes samples of organizers, text annotations, and a writing sample that provides evidence of your research. Finally, you will plead your case to your classroom jury.  What will the outcome be once the jury deliberates? State your case using thorough text evidence, and hopefully it will be in YOUR favor!  **Teacher and students will conduct and actively participate in a mock courtroom with trial proceedings.**  **L.3.3**. - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  .  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or   studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   |  |  | | --- | --- | | * Speaking & Listening | * Students stand before the jury prepared to present their   case.   * The jury will follow the agreed upon rules for discussion   during the jury deliberations. |  * Review the functions of verbs in general and their functions in particular sentences.   **Learning Stations:** Additional Word Study and Speaking and ListeningStandards will continue to be visited within activities in literacy station work each day. | | | | | | |
| **Closing/Summarizing Strategy** | * **Students can learn to effectively support and present a topic for which they can provide examples and details of in order to conclusively prove their point.** * **Students will gain valuable knowledge of trial proceedings and the justice system through their engagement and participation in this unit and the supporting activities.** | | | | | | |
| **Differentiation Strategies** | | | | | | | |
| **Extension** | | | | | **Intervention** | | **Language Development** |
| **Revised Blooms Taxonomy** - Include opportunities for all categories of thinking. Use the appropriate levels of Bloom’s taxonomy as you design question stems for your students.    [**Multiple Intelligences**](http://enhancinged.wgbh.org/research/multi/examples.html) – Consider the learning styles of your students and provide opportunities for all students to demonstrate their learning. | | | | | Students receive direct & indirect support through their fellow “law firm” members.  Teacher can provide scaffolded support to “law firm” individuals, group members or groups as needed. | | Throughout this unit, students will be exposed to methods of oral debate and presentation of vocal arguments through their preparations and deliberations  for the mock trial. |
| **Assessment(s) & Reflection** | | | | | | | |
| **Assessment(s):**  Assessments can be completed using rubrics provided within this lesson. | | | | | | | |
| **Teacher Reflection:** (Next steps? | | | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*